

Volunteer Training Program  
for  
Animal Rescue Fund, Muncie, Indiana

**An Honors Thesis (HONRS 499)**

by

Cailee C. Morris

**Thesis Advisor**

Professor Carla Flores

A handwritten signature in black ink, appearing to read 'C. Flores', written in a cursive style.

**Ball State University  
Muncie, IN**

April, 2013

**Expected Date of Graduation**

May 4<sup>th</sup>, 2013

21209.43  
Thesis  
LD  
2489  
.24  
2013  
.m67

## **Abstract**

As a not for profit, volunteer based organization with just four full time employees, Muncie Animal Rescue Fund depends on volunteers to run their organization. If volunteers do not understand their responsibilities or behave negligently during their volunteer time, there can be a significant impact on the function of the organization. As a Human Resource Management major, I sought to solve this organizational problem by designing a training program for volunteers at Animal Rescue Fund. This artist's statement outlines the process used to develop this training program and the research that supports this methodology. The final training program is then presented.

## **Acknowledgements**

I would like to first offer my sincere thanks to Professor Carla Flores for advising me on this project. Along with being an excellent thesis advisor, Carla was the professor who first sparked my passion for employee training and development. That passion led not just to this project but to an internship that has now turned into a full time position that is an exciting and promising start to my career. I would not be where I am in my life without her.

A special thanks to Muncie Animal Rescue Fund and their employees Dana, Jane, Melissa and Courtney for opening their organization to me and allowing me to work with them on this project.

I would also like to thank my parents, Doug and Tonya Morris for encouraging me to join the honors college four years ago.

Finally, I would like to thank Grace and Dan for their support during this project.

## Table of Contents

Project Context.....	4
Resources and Methods.....	5
Project Initiation .....	5
ARF Project.....	6
The Problem .....	7
The Learners.....	7
The Training Medium .....	8
Proof of Knowledge .....	8
Challenges in Project Initiation .....	8
Project Design .....	10
ARF Project.....	12
Project Design Challenges .....	15
Project Development .....	15
ARF Project.....	16
Conclusion.....	18
Works Cited.....	19
Appendix A: Original Video Script.....	20
Appendix B: Learning Outcomes Chart.....	26
Appendix C: Question Bank .....	27
Appendix D: The Final Script .....	29
Appendix E: The Final Electronic Self Study .....	37
Appendix F: The Slides.....	38



## **Project Context**

As a student in Honors 199 with Professor Jen Warner, I was required to complete twenty hours of volunteer work in the Muncie community. I chose to complete those hours at Animal Rescue Fund (ARF) in Muncie, Indiana. After I completed my twenty hours, I chose to continue volunteering with the organization. Throughout my time with ARF I found various ways to serve the organization outside of my typical volunteer duties. I ran the Catty Shack (the cat section of the rescue) while the director was on vacation, I fostered cats and kittens that needed special attention and spent extra time cleaning and helping organize the filing system.

Parallel to my volunteer experience, I was a full time student trying to determine what I wanted to do with my life. I discovered the field of Human Resources and the degree program in the Miller College of Business and I finally felt I had found my fit. My interest was especially piqued in a course about Employee Training and Development in organizations. The course explored the value of training in an organization, what mediums training could be delivered through and how to build a training curriculum. Throughout the course, we were encouraged to apply the concepts in the course to organizations we had interacted with. For one assignment in the course, I applied concepts from the unit to my experience at ARF. That assignment stuck with me as I worked in the Training and Education department of a Fortune 500 company as an intern.

When I returned to campus from my internship experience I focused in on how much ARF could benefit from training for their volunteers. As a volunteer run organization, ARF has only four full time employees and they depend on their volunteers to keep the organization running. It was within this context that I began my Senior Thesis.

## **Resources and Methods**

When I was enrolled in Management 363, Training and Development, the text that was used was detailed and useful. As I moved to the professional arena, I found that many of the methods used in curriculum development and adult learning at my internship were based in the same theories presented in this text. As such, the majority of the assumptions regarding training and adult learning in this project are based on the contents of that text. The text used was entitled “Employee Training and Development, 5<sup>th</sup> Edition” by Raymond A. Noe. All other sources used can be found in the works cited at the end of this artist statement.

## **Project Initiation**

Most theories of curriculum design begin with an assessment period. Noe refers to this as a “needs assessment.” Another heavily used model of instructional system design is the A.D.D.I.E. method. This acronym stands for analyze, design, develop, implement and evaluate (Strickland). In this method, this needs assessment would be considered part of the “analyze” stage.

The needs assessment is necessary to determine whether the problem at the organization is a training issue. Some problems at organizations are rooted elsewhere and training will not be a solution. According to Noe, a variety of individuals from the organization should be involved in the needs assessment including managers, those who will be responsible for delivering the training and those individuals who would be trained.

In addition to the needs assessment, the initial stages of this training project also include other considerations from the A.D.D.I.E. model. This includes identifying the learner, identifying appropriate mediums for the training and considering evaluation methods (how will the learner prove their knowledge).

### *ARF Project*

In the context of the training project for ARF the needs assessment and analysis stage was a fairly informal part of the project. For the needs assessment, I met with three of the four full time ARF employees to discuss their perceptions of the needs for the training. This would fit most closely with the managers. I also informally spoke with several of my fellow volunteers about the idea of the training program. Through these conversations we determined that the problems being encountered at ARF were most certainly problems that could be solved by training. It was also determined that due to the organizational structure at ARF there could not be an individual from their staff responsible for the facilitation of the training sessions, so that eliminated the need to interview the individual responsible for facilitating the training.

The following aspects of the training were determined through this initial meeting:

- The problem to be solved by this training is that many volunteers are failing to follow important organizational guidelines during their time with ARF due to ignorance of said guidelines.
- The learners for this training will be all individuals who have applied to volunteer at Animal Rescue Fund, Muncie, Indiana.
- This training is to be a self study program and could be presented in the mediums of:
  - Video Training
  - Hard Copy Self Study Packet
  - Electronic Self Study Information
- The learners will prove their knowledge by completing a written quiz

### *The Problem*

The problem to be solved by this training is that many volunteers are failing to follow important organizational guidelines during their time with ARF due to ignorance of said guidelines. The problem was initially one that I recognized as a volunteer with the organization. When I met with the employees at ARF they expressed that they too found this to be a problem in their organization. It was expressed that many new volunteers came to the campus ill prepared to volunteer. They often did not wear appropriate clothes or did not understand that they would be expected to clean. The volunteers would sometimes overstep their bounds by going into restricted spaces on the campus or by dealing inappropriately with animals or visitors to the campus.

Because ARF is a not for profit organization with a small number of employees, they depend heavily on volunteers in order for their organization to operate effectively. The small size of ARF also makes administering training difficult, which will be further addressed when discussing the medium of the training.

### *The Learners*

The learners in this training will be all existing and potential volunteers at ARF. When an individual wants to volunteer at ARF they first contact ARF by phone or e-mail. Under the current process, a few questions are asked of them and then they are given a date and time to come start volunteering. With this training, they will be asked to complete the self study program before they arrive for their first day of volunteering.

When asked, employees at ARF identified the bulk of their volunteers as Ball State Students. All of their volunteers over 18 with a small group coming from outside the Ball State community.

### *The Training Medium*

It was determined that due to the small number of full time staff members there would be no ARF staff member available to administer a volunteer training program with any regularity. From this determination, it was deduced that the training program must be some form that could be administered without a facilitator. These mediums, as listed above, included video, hard copy self study or electronic self study. The final medium that was chosen was an electronic self study program. The process of this decision is described below under “Challenges.”

### *Proof of Knowledge*

Learners can prove their knowledge after training in several ways including tests, on the job observations, work samples and surveys. According to the text, to prove learning or cognitive outcomes, tests or work samples are the best method of measurement. To prove behavior and skill outcomes, tests, observations and work samples are the best method of measurement. In the case of this training, both types of outcomes should be measured.

According to ARF employees, all volunteers are observed during their volunteer time. This process is not a formalized observation by a monitor. Given the strains on ARF employees, it was determined that their informal observation process would be sufficient, though not ideal.

The overlapping method of measurement for both outcomes was a test. So it was easy to determine that each learner should take a test after completing the training but before they begin volunteering. This test will be a hard copy test to be completed on site at ARF.

### *Challenges in Project Initiation*

I chose to complete this project as my thesis for a number of explicit reasons, stated in the introduction of this artist’s statement. As it turned out, what I learned from this project expands beyond those explicitly stated goals. I ran into challenges in every stage of the project. I viewed

these challenges as an opportunity to learn further from this project and decided that in order to fully express my experience in developing this training program, these challenges should be explored.

In working through the project initiation stage, I ran into a couple of challenges that I thought were noteworthy. The first related to working with the client and the second stemmed from that problem and related to selecting a medium.

Working with a client like ARF presented several challenges. ARF itself is open three days a week and the employees typically arrive only an hour before opening to complete their duties. Getting everyone together for a meeting regarding this training program was difficult. In total, we were able to have two formal meetings regarding the training. For this particular stage of the project, we had one formal meeting with all parties present. Between formal meetings, contact and feedback were inconsistent and difficult. There were times when email correspondence was not returned for weeks. This inconsistent communication made decision making and project completion extremely difficult.

From this challenge of communication with the client, there were several things to be learned. First and foremost, I learned that each party's goals and expectations should be outlined at the start of the project. This could be formally in some sort of contract or informally expressed in emails or in person conversations. In this case, each party's expectations were obviously very different and this was reflected in our communication. In future professional endeavors, I am sure that I will keep this lesson in mind and be sure to clarify expectations at the beginning of the project. The second thing to be learned from this challenge was again one that I can apply to my professional growth. That lesson would be about professional communication. After I sent emails

regarding the project, I often left it at that and did not follow up the way that I probably should have. In future professional communications, I will probably follow up with a phone call or in person visit if an email goes unreturned for a long period of time.

## **Project Design**

After the initial needs assessment, or analysis stage of the A.D.D.I.E. method, the next step in building a training curriculum is design. The design step is more completely addressed using the A.D.D.I.E. method of curriculum building as opposed to the method present in the text, although the text will be used as a supporting resource in this section of the project.

According to the A.D.D.I.E. method, the design stage is the stage during which you determine your objectives, the knowledge and skills are you trying to develop, what resources and strategies you will use in your training, how you will structure the content of your training and how you will assess the learners understanding (Strickland).

The first priority in this stage of curriculum building is to determine learning objectives. These learning objectives will shape the direction of the rest of training and even the direction of the rest of this stage. When developing learning objectives, it is standard to use Bloom's Taxonomy. Bloom's Taxonomy is "a classification of levels of intellectual behavior important in learning" (Overbaugh and Schultz). For each of the six levels of intellectual behavior, there is a list of verbs that can be used in learning objectives to express what type of intellectual behavior is expected.

These verbs and levels in Bloom's Taxonomy force the curriculum designer to think about the knowledge and skills they are trying to develop as they are writing the learning objectives. The designer chooses between the six levels presented. The levels are often illustrated

in a pyramid format to indicate that the levels on the bottom are more basic and the levels toward the top are more advanced. The levels, list from the bottom to the top of the pyramid are: remembering, understanding, applying, analyzing, evaluating, and creating (Overbaugh and Schultz). By using the verbs and intellectual behaviors to build the learning objectives, the curriculum designer should be able to easily identify what knowledge and skills they are trying to develop. They will need to make this determination for each learning objective.

From there, the curriculum designer needs to determine what resources and strategies need to be used to aid the learner in developing the determined knowledge and skills. Based on the desired knowledge and skills gained (otherwise known as learning outcome), there are a large variety of types of learning that are recommended. The text provides a table that relates to this topic. It can be found in Appendix B and best illustrates the vast variety of potential matches between learning outcomes and training strategies.

The last two steps of the design stage of curriculum design are how to assess the learners understanding and how to structure the content of the training. The issue of assessing learners understanding was addressed earlier in this particular case as far as the method to be used. Bloom's Taxonomy also offers guidance on this topic. Each level of intellectual behavior in Bloom's Taxonomy offers recommended question stems that match with the level and the recommended verbs.

The issue of structuring the content is less scientific than some of the other steps in this stage of curriculum design. Generally, a designer would aim to group related learning objectives together into modules. The goal is to present the information in manageable modules and in an



organized manner. That organization can be presented in a number of ways including linear in relation to time or in relationship to linear steps or even geography.

These steps to the design phase of curriculum are presented in a fairly linear fashion in most of the literature. It is important to note that this is one of the most complex stages of building a curriculum and often the actions that need to be accomplished in this stage do not happen in a neat linear fashion as they have been described here.

### *ARF Project*

As I moved into curriculum design, I was wearing several hats. I was, of course, the training designer. I was also a potential learner as a volunteer at the organization and most importantly I was a subject matter expert. A subject matter expert is someone who has vast experience doing the activity that you are trying to train on. Subject matter experts in other cases are most typically not the designer. As such, the designer would frequently have to consult with their subject matter expert(s) to complete the design step. I was fortunate enough to wear both hats and complete the project design without that consultation.

In applying the steps of the design process to the volunteer training for ARF, I developed five learning objectives for the training program. To develop these learning objectives, I began by writing out a long list of all of the complaints that I had heard from ARF employees during the project initiation meeting. I also listed the training problem from the project initiation. Then I began to write a long list of all of the things I thought a volunteer needed to know in order to solve the stated problem. From the multi page list, I began to group together the things they needed to learn that were related. Through the grouping process, potential modules began to emerge. As I grouped related items on my list, I began to eliminate or combine related things that the volunteers needed to learn.

As I narrowed my list, I began to look at Bloom's taxonomy to determine which verbs to use based on what type of intellectual behavior I was hoping the learner would demonstrate. I finally narrowed my list to the five learning objectives that were used in the final training. These learning objectives all wound up being part of the "understanding" level of intellectual behavior described in Bloom's Taxonomy. As such, I chose the verb "identify" from the provided list of appropriate verbs for that level of intellectual behavior. The learning objectives for the volunteer training at ARF are:

"At the conclusion of this training, given a job aide, the participant will be able to identify the

1. ARF mission and general history
2. Responsibilities of an entry level volunteer regarding
  - safety
  - public interaction
  - restricted space
  - appropriate dress
3. Process for cleaning and feeding at the Catty Shack
4. Process for cleaning dog kennels and feeding at the Adoption Center
5. Common ailments and precautions for animals"

After determining that the level of intellectual behavior desired was "understanding" and creating the learning objectives for the course, the strategy used to teach these methods needed to be determined. At first, the determination was made first that video training would be best and then, when that method fell through, a secondary medium had to be selected. This change is described more fully in the challenges section below. Using the chart in Appendix B, It was determined that many of the learning outcomes I wanted to achieve including intellectual skills

and verbal information could be taught through a hands-on method (as opposed to the presentational method of video). The hands on method that did not involve a facilitator was electronic self study.

Within the electronic self study, I decided to use lecture, video and self-directed learning. The lecture portion of the electronic program would be used to teach verbal information, cognitive strategies and attitudes. Video would be added to reinforce verbal information and attitudes. The self-directed portions of the electronic self study would allow for cognitive strategies to be explored.

In determining how to structure the content, I chose both geographic orientation along with a linear method. I broke the content into three modules based on the geographic orientation of the activities to be completed with general information presented at both the beginning and end. The modules of the training program are titled “The Basics”, “What to Expect” and “Our Animals.” “The Basics” module covered general information regarding ARF including learning objectives one and two from the list above. The module entitled “What to Expect” encompasses learning objectives three and four regarding the expectations at both the Catty Shack and the Adoption Center. This module is the module orientated geographically in that it is oriented around the two locations where the volunteers will be completing their work. The final module, “Our Animals” focuses solely on the final learning objective on the list.

Finally, I had to choose how to assess the learners’ understanding. It had already been decided in the project initiation stage that the learners would be asked to complete a written quiz. By referencing the question stems provided by Bloom’s Taxonomy, some quiz questions were assembled. The entire question bank for the training can be found in Appendix C.

### *Project Design Challenges*

The challenge for this stage of the project stems from the failures of communication described in the earlier challenges section. In the initial formal project meeting, the determinations about mediums presented above were made. In consultation with all present at that meeting, I made the judgment that with an in person facilitation of training out of the question, video training would be the next best medium for this volunteer training program. The ARF Staff agreed and we moved forward under the assumption that the training would be video based. This decision carried forward into the next stages of the project, the project design and development and went as far as to write a full script for the video training which is presented as Appendix A. After working to get assistance with filming I sent an email to ARF with a proposed film date. That email went unanswered for three weeks, at which time I realized that I was approaching the deadline for my thesis project and was going to be unable to complete the video training in the time I had remaining. Had I followed the more effective communications practices learned from that first challenge, it is likely this problem would not have arisen.

As it transpired, there was a failure of communication between myself and the client and as a result the final product had to be altered. We went back to the project initiation stage and reselected a new medium, electronic self study.

### **Project Development**

Both the A.D.D.I.E. method and the text discussed the development stage of this process in detail. The development stage is the stage in which all materials are fully developed, scripts are authored and all necessary materials are completed. One of the sources described the development stage as “During the development phase, all audio, video, and text materials are collected,

prepared, or created. Documentation is prepared and the product is ready to be tested” (Strickland).

This stage of the project does not come with steps as the design stage did. The develop stage is set up as the stage where the curriculum is finished. The steps will vary depending on the decisions made in the last two stages. Given this information, the bulk of the decisions made in this stage will be described in relationship to this specific project and not necessarily in the research section of the write up.

### *ARF Project*

In the development stage of the ARF Project, several steps were completed. First, the script was completed and edited to reflect the new medium. Then, the electronic self study was developed and finally the quiz was constructed.

Completing the script was an easier task than usual since the script was already written for the video project. The script was simply reworked to make changes to allow the script to function for the new format. The revised script can be found in Appendix D.

The development of the electronic self study was a bit more complicated. First, I had to determine what medium to use. There are several different software platforms that can be used to host this type of training curriculum. In making my selection I had to consider several factors including where the file would be hosted, how people would access and use the file, the ease of design and the functionality available. Considering all of these factors, I chose to use PowerPoint to design the electronic self study. PowerPoint is a program that can be opened on most computers so if a learner is completing the self study at home, they should be able to open and view the presentation. Additionally, hosting the file online on ARF’s website or sending it

through e-mail would allow for easy distribution to potential volunteers. Finally, as the developer, I had experience using this software to develop similar programs so I was comfortable with the interface and the interaction it allowed.

After deciding to use PowerPoint, I began to work in the program and design the training. Photos from several photographers who work with ARF were used for visual interest. Each photographer is credited in the document as their watermark was left on all of the images. Additionally font and color decisions were made. While I am not a graphic designer, part of the responsibility of a training developer is to make those decisions. I based these decisions on advice from the text and my thesis advisor. Both sources stated that the font should be neat and readable, colors should be complementary and that any “clickables” or interactive elements should be eye catching and clear. I followed this advice when making my selections.

I chose to use red and black because they are the colors used in ARF’s logo. I wanted a neutral background that was not white or tan. I selected a light blue that complemented the red well while not being “boring.” The fonts were selected to compliment the ARF logo and the general feeling of the organization. The “clickables” or interactive elements were made to have three dimensional effects to increase visibility and user awareness.

After completing the script and the visual elements of the electronic self-study, the narration had to be recorded. After considering several options, I chose to record the narration myself. I used a microphone I rented from the Ball State Libraries to record the narrations. When recording them, I was sure to speak clearly and at an appropriate pace. I did not want the pace to be too fast or too slow as either could decrease learner comprehension. The final version of the

electronic self study can be found on the flash drive labeled Appendix E. A print out of the PowerPoint slides that make up this final electronic self study can be found in Appendix F.

Finally, using the bank of quiz questions developed in the design phase, I developed two different quizzes. The first quizzes are learning checks that are embedded in the electronic self study program itself. These are placed to increase interactivity for the learner and to allow the learner to ensure they have learned the material before they take the actual quiz on site. The final quiz was also developed using this test bank. Some of the questions used in the learning checks are repeated on the final quiz; while others are questions will be new to the learner. The contents of the learning check quizzes can be found in the text of the script in Appendix D. The final quiz that will be administered before the learner begins volunteering can be found in Appendix G.

## **Conclusion**

This project has allowed for me to apply my knowledge of training curriculum building while helping an organization I care deeply about. I am happy with the final product and I feel that I learned some important lessons in the process of designing this training. It is an excellent capstone project for me as it gave me the opportunity to reflect on all I learned in my area of study, my work as an intern and my time as a volunteer for ARF.

## **Works Cited**

Noe, Raymond A. Employee Training and Development, 5th Edition. n.d.

Overbaugh, Richard C and Lynn Schultz. Bloom's Taxonomy. 2 April 2013  
<[http://ww2.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)>.

Strickland, A. W. ISU College of Education. <<http://ed.isu.edu/addie/>>.



## Appendix A: Original Video Script

### INTRODUCTION

Welcome to Animal Rescue Fund, affectionately known as ARF. Thank you so much for volunteering your time with us. ARF is a not for profit, no kill animal shelter which was founded in 1998. At ARF no animal is euthanized due to lack of space, age or treatable or manageable illness. Here at ARF, our purpose is to provide shelter, medical care and love abused, abandoned and neglected animals until we help them find their forever homes. At any one time, ARF is home to up to 115 animals. Each year, we place 450 animals in their forever homes.

We are so glad and thankful that you're here! Before you get started giving your time to help our animals, there are just a few things we want to cover. *First, we want to address some of the basics you need to keep in mind while you're here at ARF, second we want show you what to expect in the areas where you'll volunteer and third we want to talk to you about what to expect with our animals.*

### MODULE ONE: THE BASICS

First, the basics.

It is important to remember that no two days volunteering at ARF will be the same. When working with animals, things can be unpredictable and often times they can get a little messy. We ask that when you volunteer at ARF you come prepared for sloppy puppy kisses and muddy paws. Please wear shoes and clothes that can get a little dirty.

Like we said, working with animals can be an unpredictable task. We always keep their safety, and yours, in mind. We ask that you never raise your voice or hand to any of our ARF animals. If you violate this, or cause any of our animals any harm, ARF holds the right to terminate your volunteer work with us.

If at any time you are working with an ARF animal and you feel they are agitated or you are otherwise uncomfortable working with the animal, please inform an ARF staff member immediately.

As a volunteer, you will be asked to sign a waiver indicating your understanding of this important safety information. By signing this waiver, you are absolving ARF of all legal responsibility should you be injured during your time with us.

While you are volunteering on our campus, you may notice some signs with terms such as "DO NOT ENTER", "STAFF ONLY" or "Please do not open this door". From time to time, we have to add restricted spaces to our campus for the safety of you and our animals. The animals kept in these restricted areas may be sick or need special care. Because these spaces change frequently, these signs are sometimes hand written. We ask that you please obey all signs on our campus. If you are unsure whether or not you should enter an area, please ask an ARF staff member, we will be happy to assist you!

Our volunteer hours are also our open adoption hours. Many times while you are volunteering, there will be potential adopters and other members of the general public on campus. If any of these visitors has any questions regarding adoptions or any other information about ARF please let them know you are with us as a volunteer and help them to find a staff member who can better assist them.

### ***Module summary:***

So that's the basics! Remember:

to always wear clothes prepared for puppy kisses and muddy paws

to be kind to our animals

to obey all signs on campus

to help the public find a staff member to answer their questions

and if you are ever uncomfortable dealing with a certain animal for any reason, please notify a staff member for your safety and the safety of our animals!

## **MODULE TWO: WHAT TO EXPECT**

Now let's look at what to expect!

When you arrive to volunteer, your first stop should always be the adoption center. This is where

you will sign in and keep a log of your hours and service with us. This helps us to get to know you better, sign any official forms you might need signed and keep track of where you prefer to volunteer. *After you sign in, there are two main locations on campus where you will likely volunteer. Either the Adoption Center, or the Catty Shack. Let's visit the Adoption Center first.*

### ***Sub-module 1: The Adoption Center***

Welcome to the Adoption Center! The adoption center is the main hub here at ARF. Visitors, Volunteers and potential adopters all come to our main lobby here! In addition, the adoption center is home to some of our adoptable dogs and can house up to 12 dogs at one time.

Every day at the adoption center can be different so we ask that you check in with the ARF staff member on site before you begin your work. Typically, you will do the following things.

First, you will let the dogs out of their kennels to go out. Unless otherwise instructed, the dogs should go out one at a time. It is easiest to complete this activity if you let the dogs out in order of their kennels.

While the dog is outside, you can mop the floor in their kennel.

At this time, you should check their food and water levels and refill them as needed.

Then, you should call the dog to come back inside. Some of our dogs are better with this than others so you might have to go out to the yard to get them!

Once one dog is back in their kennel, you will repeat this process with the next kennel.

Once all of the dogs have been let out, you can help do laundry. Continue to monitor for accidents in the kennels which might need cleaned up and watch the food and water levels for the dogs!

If the weather is nice and the other tasks have been completed for the day, you might be able to take one dog at a time out to our Bark Park. Go ahead and ask one of the ARF Staff members if this is a possibility on the day you volunteering.

### ***Sub-module 1 Summary***

So that's what you'll do when you giving your time here at the Adoption Center. Helping us keep our kennels clean, our dogs fed and watered and our laundry going is a great help! Now go on over to the Catty Shack to see the other location you might be volunteering!

### ***Sub-module 2: The Catty Shack***

Welcome to the Catty Shack! The Catty Shack can be home to up to 60 cats at any time. Our cats are not in kennels but free roam in the house! There are four rooms in the Catty Shack so our cats can be separated if need be. If at any time there's a sign on one of our doors please ask an ARF staff member before opening it!

Just like at the Adoption Center, every day at the Catty Shack is a bit different so go ahead and check in with the ARF Staff member here before you get started. Typically, you'll do the following things:

First, you'll scoop the litter boxes. There are at least two boxes in each room. Again, if the door to a room is closed, please ask a staff member before you scoop the litter in that room.

Once the litter boxes are cleaned up, you'll help keep things clean by wiping down the cat walks and counters using a disinfectant and a rag. If you need help finding these supplies, just ask!

After that, you can check dry food and water to see if anything needs refilled. There are several bowls of food and water in each room. Again, if there the door to a room is closed, ask before you refill the food and water in that room.

Finally, to help us keep the Catty Shack clean, you can sweep the floor with a broom and dustpan!

Once all of the cleaning is taken care of, you can continue monitoring the food and water levels and watching for accidents that might need cleaned up while socializing with our cats! They love to be petted, brushed and played with.

### ***Sub-module 2 Summary***

So that's what you'll do when your volunteering with ARF in the Catty Shack. Helping us keep the Catty Shack clean keeps our cats happy and healthy and we really do appreciate it!

## ***Module Summary***

So as you can see, volunteering the Adoption Center and Catty Shack can be a lot of fun and is really helpful. Remember to always check in with the ARF Staff member in your area before you get to work. They can provide you with reminders on what to do, or they might have a special project for the day!

## **MODULE THREE: OUR ANIMALS**

Like we said earlier, ARF can be home to up to 115 animals at one time. When you're working with our animals you might notice something about them that we haven't. Maybe a dog is coughing or a cat has a cut or injury. Because there are so many of them, and not very many of us, we might not know this about our animal! Please report anything you notice about our animals to one of the ARF Staff Members. This will help us to give them the best care we can while they are here and help us to get them their forever home more quickly.

Along with monitoring them for any signs of illness or injury, we ask that if at any time you believe an animal is becoming aggressive or you are otherwise uncomfortable working with that animal please step away from the animal and inform an ARF Staff member. Do not attempt to restrain the animal yourself. For your safety and the safety of our animals, we ask that you let our staff members handle these situations themselves.

And remember, ARF has no legal responsibility should you get injured during your time volunteering with us. You will sign a waiver stating that you understand this and that you understand the risk associated with working with animals. For the safety of our animals, if we feel you or the animals are in danger at any time we hold the right to terminate your volunteer service.

## ***Module three summary:***

In summary, remember when working with our animals, when in doubt, seek a staff member out. We are here to help guide you through working with our animals and we are happy to help!

## **CONCLUSION:**

That brings us to the end of our volunteer training here at ARF. We are so glad that you are willing to volunteer your time to help our animals. We appreciate it and we know they do too. If you have any questions regarding the content in this video, please don't be afraid to ask a staff member.

*Before you volunteer with us for the first time, we will have to take a short quiz regarding the content of this video. This helps us feel confident that you are prepared to work with our animals. If you have any questions regarding this quiz or volunteering, please don't hesitate to ask!*

## Appendix B: Learning Outcomes Chart

	Presentation			Hands-On					Group Building			
	Lecture	Video	OJT	Self-Directed Learning	Apprenticeship	Simulation	Case Study	Business Games	Role Play	Behavior Modeling	Adventure Learning	Action Learning
<b>Learning Outcome</b>												
Verbal												
Information	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No
Intellectual skills	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Cognitive												
Strategies	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Attitudes	Yes	Yes	No	No	No	No	No	No	Yes	No	Yes	Yes
Motor skills	No	Yes	Yes	No	Yes	Yes	No	No	No	Yes	No	No
<b>Learning Environment</b>												
Clear objective	Medium	Low	High	High	High	High	Medium	High	Medium	High	Medium	High
Practice	Low	Low	High	High	High	High	Medium	Medium	Medium	High	Medium	Medium
Meaningfulness	Medium	Medium	High	Medium	High	High	Medium	Medium	Medium	Medium	Low	High
Feedback	Low	Low	High	Medium	High	High	Medium	High	Medium	High	Medium	High
Observation and interaction with others												
Transfer of Training	Low	Medium	High	Medium	High	High	High	High	High	High	High	High
<b>Cost</b>												
Development	Medium	Medium	Medium	High	High	High	Medium	High	Medium	Medium	Medium	Low
Administrative	Low	Low	Low	Medium	High	Low	Low	Medium	Medium	Medium	Medium	Medium
Effectiveness	High for verbal information	Medium	High for structured OJT	Medium	High	High	Medium	Medium	Medium	High	Low	High

## Appendix C: Question Bank

1. A potential adopter approaches you and asks if a particular dog is good with kids. What should you say?
  - a. "Yeah! She's a great dog!"
  - b. "That's a great question. I'm just volunteering here today, let me go get a staff member to help you out."
  - c. "I have no idea."
  - d. "From what I've see this dog is really good with kids, do you want to try it out?"
2. Someone asks you to go to a different building to retrieve an item for them. When you're approaching the building, you notice a hand written sign on the door that says "Essential Personnel Only". What should you do?
  - a. Enter anyway, you were asked to retrieve an item
  - b. Knock on the door
  - c. Find a staff member and ask if you should enter
  - d. Enter slowly and see what's going on in there
3. You're volunteering at ARF today, which of these three outfits are you going to wear?

The learner will choose from images of three outfits.

4. In the Adoption Center: How many dogs should be let out of their kennels at a time?
  - a. 1
  - b. 2
  - c. 3
  - d. They should all be let out at the same time
5. In the Catty Shack: Unless otherwise instructed by a staff member, what is the first thing you should do?
  - a. Pet the cats
  - b. Sweep the floors
  - c. Scoop litter
  - d. Brush the cats
6. When you arrive at ARF, where should you go first?
  - a. The Catty Shack
  - b. The Adoption Center
  - c. The Bark Park
  - d. Areas labeled as "Restricted"
7. If you notice the dog you are working with has a cut on their nose, what should you do?
  - a. Nothing, its right on his face so obviously someone has seen it
  - b. Go get some Neosporin from the cabinet and treat it yourself
  - c. Tell a fellow volunteer
  - d. Find an ARF staff member and tell them



8. You're in the Catty Shack and one of the cats is continuously hissing at you and seems agitated. What should you do?
- a. Inform the ARF staff member in the Catty Shack
  - b. Try to pet the cat and clam it down
  - c. Hiss back at the cat
  - d. Smack the cat on the nose
9. Should you get injured during your time volunteering with ARF, who would be responsible for those injuries?
- a. You
  - b. ARF

## Appendix D: The Final Script

### INTRODUCTION

Welcome to Animal Rescue Fund, affectionately known as ARF. Thank you so much for volunteering your time with us. Volunteers are crucial to ARF's success. We need your help to maintain clean facilities, happy animals and a fun and friendly environment. This is our volunteer training! When are you ready to get started, go ahead and click here!

We'd like to get started by telling you a little bit about ourselves. ARF is a not for profit, no kill animal shelter which was founded in 1998. At ARF no animal is euthanized due to lack of space, age or treatable or manageable illness. Here at ARF, our purpose is to provide shelter, medical care and love to abused, abandoned and neglected animals until we help them find their forever homes. At any one time, ARF is home to up to 115 animals. Each year, we place 450 animals in their forever homes.

We are so thankful that you're here! Before you get started giving your time to help our animals, there are just a few things we want to cover. *First, we want to address some of the basics you need to keep in mind while you're here at ARF, second we want show you what to expect in the areas where you'll volunteer and third we want to talk to you about what to expect with our animals.*

When you are ready to get started with the basics, click here!

## **MODULE ONE: THE BASICS**

It is important to remember that no two days volunteering at ARF will be the same. When working with animals, things can be unpredictable and often times they can get a little messy. We ask that when you volunteer at ARF you come prepared for sloppy puppy kisses and muddy paws. Please wear shoes and clothes that can get a little dirty.

While you are volunteering on our campus, you may notice some signs with terms such as "DO NOT ENTER", "STAFF ONLY" or "Please do not open this door". From time to time, we have to add restricted spaces to our campus for the safety of you and our animals. The animals kept in these restricted areas may be sick or need special care. Because these spaces change frequently, these signs are sometimes hand written. We ask that you please obey all signs on our campus. If you are unsure whether or not you should enter an area, please ask an ARF staff member, we will be happy to assist you!

Our volunteer hours are also our open adoption hours. Many times while you are volunteering, there will be potential adopters and other members of the general public on campus. If any of these visitors has any questions regarding adoptions or any other information about ARF please let them know you are with us as a volunteer and help them to find a staff member who can better assist them.

Like we said, working with animals can be an unpredictable task. We always keep their safety, and yours, in mind. We ask that you never raise your voice or hand to any of our ARF animals. If you violate this, or cause any of our animals any harm, ARF holds the right to terminate your volunteer work with us.

If at any time you are working with an ARF animal and you feel they are agitated or you are otherwise uncomfortable working with the animal, please inform an ARF staff member immediately.

As a volunteer, you will be asked to sign a waiver indicating your understanding of this important safety information. By signing this waiver, you are absolving ARF of all legal responsibility should you be injured during your time with us.

### ***Module summary:***

So that's the basics! Remember to:

- always wear clothes prepared for puppy kisses and muddy paws
- be kind to our animals
- obey all signs on campus
- help the public find a staff member to answer their questions

and if you are ever uncomfortable dealing with a certain animal for any reason, please notify a

staff member for your safety and the safety of our animals!

If you missed anything in this section, [click here](#) to watch it again

If you're ready to move on, click "take quiz"

### ***Learning Check***

Before we move on to the next section, let's see what you've learned.

For each question, click on the text of the answer you think is correct!

You'll hear from me again when you complete the quiz!

10. A potential adopter approaches you and asks if a particular dog is good with kids. What should you say?
  - a. "Yeah! She's a great dog!"
  - b. "That's a great question. I'm just volunteering here today, let me go get a staff member to help you out."
  - c. "I have no idea."
  - d. "From what I've see this dog is really good with kids, do you want to try it out?"
11. Someone asks you to go to a different building to retrieve an item for them. When you're approaching the building, you notice a hand written sign on the door that says "Essential Personnel Only". What should you do?
  - a. Enter anyway, you were asked to retrieve an item
  - b. Knock on the door
  - c. Find a staff member and ask if you should enter
  - d. Enter slowly and see what's going on in there
12. You're volunteering at ARF today, which of these three outfits are you going to wear?

The learner will choose from images of three outfits.

Good job! You have completed the basics. If you want to review the basics one more time, click "Go Back". If you're ready to move on to "What to Expect" go ahead and click start.

## MODULE TWO: WHAT TO EXPECT

When you arrive to volunteer, your first stop should always be the adoption center. This is where you will sign in and keep a log of your hours and service with us. This helps us to get to know you better, sign any official forms you might need signed and keep track of where you prefer to volunteer. *After you sign in, there are two main locations on campus where you will likely volunteer. Either the Adoption Center, or the Catty Shack. Let's visit the Adoption Center first.*

### *Sub-module 1: The Adoption Center*

Welcome to the Adoption Center! The adoption center is the main hub here at ARF. Visitors, Volunteers and potential adopters all come to our main lobby here! In addition, the adoption center is home to some of our adoptable dogs and can house up to 12 dogs at one time.

Every day at the adoption center can be different, so we ask that you check in with the ARF staff member on site before you begin your work. Typically, you will do the following things.

First, you will let the dogs out of their kennels to go out. Unless otherwise instructed, the dogs should go out one at a time. It is easiest to complete this activity if you let the dogs out in order of their kennels.

While the dog is outside, you can mop the floor in their kennel.

At this time, you should check their food and water levels and refill them as needed.

Then, you should call the dog to come back inside. Some of our dogs are better with this than others so you might have to go out to the yard to get them!

Once one dog is back in their kennel, you will repeat this process with the next kennel.

Once all of the dogs have been let out, you can help do laundry. Continue to monitor for accidents in the kennels which might need cleaned up and watch the food and water levels for the dogs!

If the weather is nice and the other tasks have been completed for the day, you might be able to take one dog at a time out to our Bark Park. Go ahead and ask one of the ARF Staff members if this is a possibility on the day you are volunteering.

### *Sub-module 1 Summary*

So that's what you'll do when you giving your time here at the Adoption Center. Helping us keep our kennels clean, our dogs fed and watered and our laundry going is a great help! Now let's talk about the Catty Shack, the other location you might be volunteering!

## ***Sub-module 2: The Catty Shack***

Welcome to the Catty Shack! The Catty Shack can be home to up to 60 cats at any time. Unless they are ill or have other special conditions, our cats are not in kennels but free roam in the house! There are four rooms in the Catty Shack so our cats can be separated if need be. If at any time there's a sign on one of our doors please ask an ARF staff member before opening it!

Just like at the Adoption Center, every day at the Catty Shack is a bit different so go ahead and check in with the ARF Staff member here before you get started. Typically, you'll do the following things:

First, you'll scoop the litter boxes. There are at least two boxes in each room. Again, if the door to a room is closed, please ask a staff member before you scoop the litter in that room.

Once the litter boxes are cleaned up, you'll help keep things clean by wiping down the cat walks and counters using a disinfectant and a rag. If you need help finding these supplies, just ask!

After that, you can check dry food and water to see if anything needs refilled. There are several bowls of food and water in each room. Again, if there the door to a room is closed, ask before you refill the food and water in that room.

Finally, to help us keep the Catty Shack clean, you can sweep the floor with a broom and dustpan!

Once all of the cleaning is taken care of, you can continue monitoring the food and water levels and watching for accidents that might need cleaned up while socializing with our cats! They love to be petted, brushed and played with.

## ***Sub-module 2 Summary***

So that's what you'll do when you're volunteering with ARF in the Catty Shack. Helping us keep the Catty Shack clean keeps our cats happy and healthy and we really do appreciate it!

## ***Module Summary***

So as you can see, volunteering the Adoption Center and Catty Shack can be a lot of fun and is really helpful. Remember to always check in with the ARF Staff member in your area before you get to work. They can provide you with reminders on what to do, or they might have a special project for the day!

If you missed anything in this section, click "go back" to watch it again

If you're ready to move on, click "take quiz"

### ***Learning Check***

Before we move on to the next section, let's see what you've learned. For each question, click on the text of the answer you think is correct!

You'll hear from me again when you complete the quiz!

2. In the Adoption Center: How many dogs should be let out of their kennels at a time?
  - a. 1
  - b. 2
  - c. 3
  - d. They should all be let out at the same time
  
3. In the Catty Shack: Unless otherwise instructed by a staff member, what is the first thing you should do?
  - a. Pet the cats
  - b. Sweep the floors
  - c. Scoop litter
  - d. Brush the cats
  
4. When you arrive at ARF, where should you go first?
  - a. The Catty Shack
  - b. The Adoption Center
  - c. The Bark Park
  - d. Areas labeled as "Restricted"

Good job! You have completed what to expect. If you want to review what to expect one more time, click "Go Back". If you're ready to move on to "Our Animals" go ahead and click start.

## MODULE THREE: OUR ANIMALS

Like we said earlier, ARF can be home to up to 115 animals at one time. When you're working with our animals you might notice something about them that we haven't. Maybe a dog is coughing or a cat has a cut or injury. Because there are so many of them, and not very many of us, we might not know this about our animal! Please report anything you notice about our animals to one of the ARF Staff Members. This will help us to give them the best care we can while they are here and help us to get them their forever home more quickly.

Along with monitoring them for any signs of illness or injury, we ask that if at any time you believe an animal is becoming aggressive or you are otherwise uncomfortable working with that animal please step away from the animal and inform an ARF Staff member. Do not attempt to restrain the animal yourself. For your safety and the safety of our animals, we ask that you let our staff members handle these situations themselves.

Please remember, ARF has no legal responsibility should you get injured during your time volunteering with us. You will sign a waiver stating that you understand this and that you understand the risk associated with working with animals. For the safety of our animals, if we feel you or the animals are in danger at any time we hold the right to terminate your volunteer service.

### ***Module three summary:***

In summary, remember this when working with our animals: when in doubt, seek a staff member out. We are here to help guide you through working with our animals and we are happy to help!

If you missed anything in this section, click "go back" to watch it again

If you're ready to move on, click "take quiz"

### ***Learning Check***

Before we move on to the next section, let's see what you've learned. For each question, click on the text of the answer you think is correct!

You'll hear from me again when you complete the quiz!

1. If you notice the dog you are working with has a cut on their nose, what should you do?
  - a. Nothing, its right on his face so obviously someone has seen it
  - b. Go get some Neosporin from the cabinet and treat it yourself
  - c. Tell a fellow volunteer
  - d. Find an ARF staff member and tell them
2. You're in the Catty Shack and one of the cats is continuously hissing at you and seems agitated. What should you do?
  - a. Inform the ARF staff member in the Catty Shack



- b. Try to pet the cat and clam it down
  - c. Hiss back at the cat
  - d. Smack the cat on the nose
- 3. Should you get injured during your time volunteering with ARF, who would be responsible for those injuries?
  - a. You
  - b. ARF

Good job! You have completed “our animals”. If you want to review “our animals” one more time, click “Go Back”. If you’re ready to move on and complete the volunteer training, click “complete training”

## **CONCLUSION:**

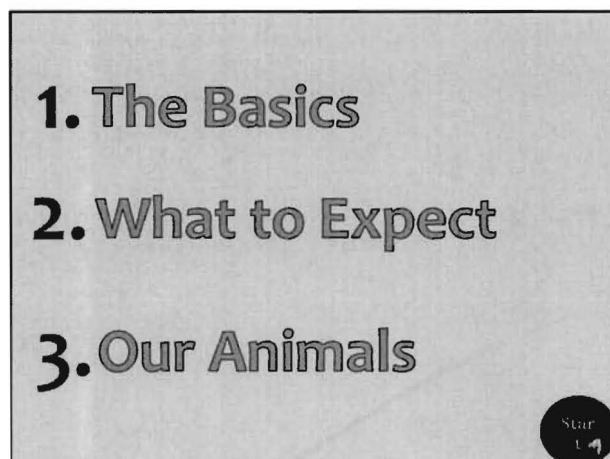
That brings us to the end of our volunteer training here at ARF. We are so glad that you are willing to volunteer your time to help our animals. We appreciate it and we know they do too. If you have any questions regarding the content in this video, please don’t be afraid to ask a staff member.

*Before you volunteer with us for the first time, you will complete a short quiz regarding the content of this training. This helps us feel confident that you are prepared to work with our animals. If you have any questions regarding this quiz or volunteering, please don’t hesitate to contact us!*

## Appendix E: The Final Electronic Self Study



## **Appendix F: The Slides**





### Safety First

- Never raise your voice or hand to an animal
- If you are uncomfortable please let us know
- You will sign a volunteer waiver
- You are responsible for your behavior

### The Basics

#### Remember:

- Wear clothes that can get dirty
- Be kind to our animals
- Obey all signs on campus
- Guide public to ARF Staff Members

[Go Back](#)
[Take Quiz](#)

## Quick Quiz

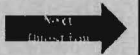
A potential adopter approaches you and asks if a particular dog is good with kids. What should you say?

- a. "Yeah! She's a great dog!"
- b. "That's a great question. I'm just volunteering here today, let me go get a staff member to help you out."
- c. "I have no idea."
- d. "From what I've seen this dog is really good with kids, do you want to try it out?"

## Whoops! Actually the answer is b.

A potential adopter approaches you and asks if a particular dog is good with kids. What should you say?

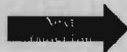
- a. "Yeah! She's a great dog!"
- b. "That's a great question. I'm just volunteering here today, let me go get a staff member to help you out."
- c. "I have no idea."
- d. "From what I've seen this dog is really good with kids, do you want to try it out?"



## Good job! The answer is b.

A potential adopter approaches you and asks if a particular dog is good with kids. What should you say?

- a. "Yeah! She's a great dog!"
- b. "That's a great question. I'm just volunteering here today, let me go get a staff member to help you out."
- c. "I have no idea."
- d. "From what I've seen this dog is really good with kids, do you want to try it out?"



## Quick Quiz

Someone asks you to go to a different building to retrieve an item for them. When you're approaching the building, you notice a hand written sign on the door that says "Essential Personnel Only". What should you do?

- a. Enter anyway, you were asked to retrieve an item
- b. Knock on the door
- c. Find a staff member and ask if you should enter
- d. Enter slowly and see what's going on in there

## Whoops! Actually the answer is c.

Someone asks you to go to a different building to retrieve an item for them. When you're approaching the building, you notice a hand written sign on the door that says "Essential Personnel Only". What should you do?

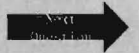
- a. Enter anyway, you were asked to retrieve an item
- b. Knock on the door
- c. Find a staff member and ask if you should enter
- d. Enter slowly and see what's going on in there



## Good job! The answer is c.

Someone asks you to go to a different building to retrieve an item for them. When you're approaching the building, you notice a hand written sign on the door that says "Essential Personnel Only". What should you do?

- a. Enter anyway, you were asked to retrieve an item
- b. Knock on the door
- c. Find a staff member and ask if you should enter
- d. Enter slowly and see what's going on in there



## Quick Quiz

You're volunteering at ARF today, which of these three outfits are you going to wear?



## Whoops! The answer is actually...

You're volunteering at ARF today, which of these three outfits are you going to wear?





**Good Job! The answer is...**

You're volunteering at ARF today, which of these three outfits are you going to wear?



Click to  
Continue

**1. The Basics** ✓

**2. What to Expect**

**3. Our Animals**

Go Back

Star

**The Adoption Center**

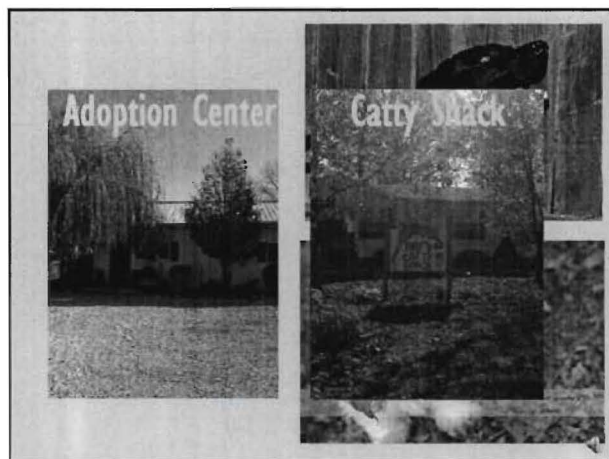
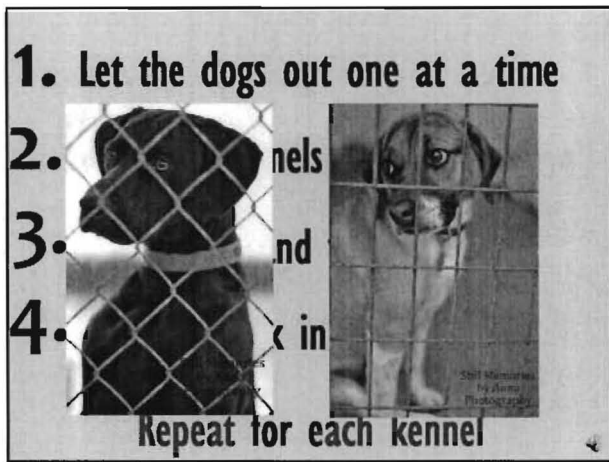
Adoption Center

Catty Shack

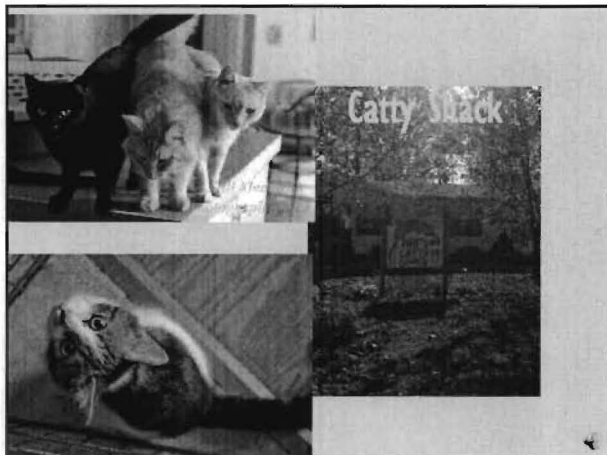
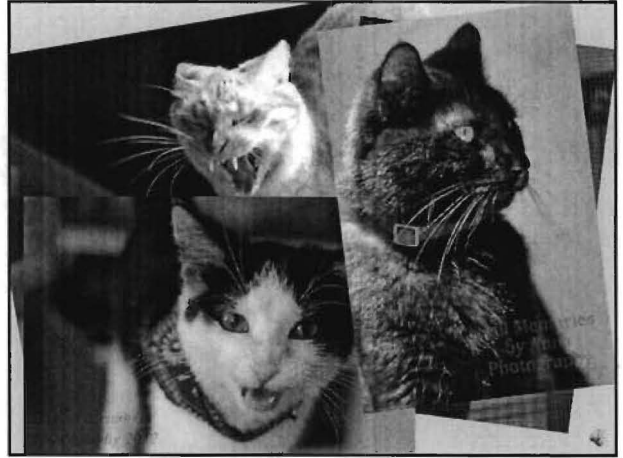
Adoption Center







1. Scoop litter boxes
2. Wipe counter tops and cat walks
3. Check dry food and water
4. Sweep the floors



## Quick Quiz

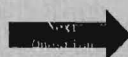
In the Adoption Center: How many dogs should be let out of their kennels at a time?

- a. 1
- b. 2
- c. 3
- d. All of the dogs should be let out at the same time

**Whoops! Actually the answer is a.**

In the Adoption Center: How many dogs should be let out of their kennels at a time?

- a. 1
- b. 2
- c. 3
- d. All of the dogs should be let out at the same time



**Good job! The answer is a.**

In the Adoption Center: How many dogs should be let out of their kennels at a time?

- a. 1
- b. 2
- c. 3
- d. All of the dogs should be let out at the same time



## Quick Quiz

In the Catty Shack: Unless otherwise instructed by a staff member, what is the first thing you should do?

- a. Pet the cats
- b. Sweep the floors
- c. Scoop litter
- d. Brush the cats

### Whoops! Actually the answer is c.

In the Catty Shack: Unless otherwise instructed by a staff member, what is the first thing you should do?

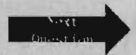
- a. Pet the cats
- b. Sweep the floors
- c. Scoop litter
- d. Brush the cats



### Good job! The answer is c.

In the Catty Shack: Unless otherwise instructed by a staff member, what is the first thing you should do?

- a. Pet the cats
- b. Sweep the floors
- c. Scoop litter
- d. Brush the cats



### Quick Quiz

When you arrive at ARF, where should you go first?

- a. The Catty Shack
- b. The Adoption Center
- c. The Bark Park
- d. Areas labeled as "Restricted"

### Whoops! Actually the answer is b.

When you arrive at ARF, where should you go first?

- a. The Catty Shack
- b. The Adoption Center
- c. The Bark Park
- d. Areas labeled as "Restricted"

Click to Continue

**Good job! The answer is b.**

**When you arrive at ARF, where should you go first?**

- a. The Catty Shack
- b. The Adoption Center
- c. The Bark Park
- d. Areas labeled as "Restricted"

Click to  
Continue

**1. The Basics** ✓

**2. What to Expect** ✓

**3. Our Animals**

Go Back

Start

## Our Animals

**Cough  
Cut  
Injury**



**Other sign of illness**

**If you notice something,  
say something**

## Our Animals

**If you...**

**Notice aggressive behavior**

**-OR-**

**Feel uncomfortable with  
an animal**

**Please inform a staff member**



## Our Animals

**No legal responsibility**

**You will sign a waiver**

**Right to terminate volunteer service**

## Our Animals

**When in doubt, seek a staff member out!**

Go Back

Take Quiz

## Quick Quiz

If you notice the dog you are working with has a cut on their nose, what should you do?

- a. Nothing, it's right on his face so obviously someone has seen it
- b. Go get some Neosporin from the cabinet and treat it yourself
- c. Tell a fellow volunteer
- d. Find an ARF staff member and tell them

## Whoops! Actually the answer is d.

If you notice the dog you are working with has a cut on their nose, what should you do?

- a. Nothing, it's right on his face so obviously someone has seen it
- b. Go get some Neosporin from the cabinet and treat it yourself
- c. Tell a fellow volunteer
- d. Find an ARF staff member and tell them

Next  
Question

### Good job! The answer is d.

If you notice the dog you are working with has a cut on their nose, what should you do?

- a. Nothing, it's right on his face so obviously someone has seen it
- b. Go get some Neosporin from the cabinet and treat it yourself
- c. Tell a fellow volunteer
- d. Find an ARF staff member and tell them



### Quick Quiz

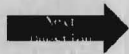
You're in the Catty Shack and one of the cats is continuously hissing at you and seems agitated. What should you do?

- a. Inform the ARF staff member in the Catty Shack
- b. Try to pet the cat and calm it down
- c. Hiss back at the cat
- d. Smack the cat on the nose

### Whoops! Actually the answer is a.

You're in the Catty Shack and one of the cats is continuously hissing at you and seems agitated. What should you do?

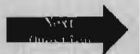
- a. Inform the ARF staff member in the Catty Shack
- b. Try to pet the cat and calm it down
- c. Hiss back at the cat
- d. Smack the cat on the nose



### Good job! The answer is a.

You're in the Catty Shack and one of the cats is continuously hissing at you and seems agitated. What should you do?

- a. Inform the ARF staff member in the Catty Shack
- b. Try to pet the cat and calm it down
- c. Hiss back at the cat
- d. Smack the cat on the nose



## Quick Quiz

Should you get injured during your time volunteering with ARF, who would responsible for those injuries?

- a. You
- b. ARF

**Whoops! Actually the answer is a.**

Should you get injured during your time volunteering with ARF, who would responsible for those injuries?

- a. You
- b. ARF

Click to  
Continue

**Good job! The answer is a.**

Should you get injured during your time volunteering with ARF, who would responsible for those injuries?

- a. You
- b. ARF

Click to  
Continue

**1. The Basics** ✓

**2. What to Expect** ✓

**3. Our Animals** ✓

Go Back

Complete  
Training



